

LANGLEY'S LEADERSHIP QUALITIES FOR ORGANIZATIONAL EFFECTIVENESS

Introduction The NPR 3430.1B, NASA Employee Performance Communication System (EPCS) provides a requirement to develop a mechanism (formal or informal) in which employees and, if applicable, customer perspectives are considered when evaluating and appraising supervisory employees.

In compliance with this requirement, the Center will use Langley Form 42, Langley's Leadership Qualities for Organizational Effectiveness, to solicit feedback from employees on their supervisors' performance at the close of the annual performance appraisal cycle (May 1 - April 30). Employees are encouraged, but not required, to submit this feedback.

The supervisor's Rating Official will use the employee's feedback, along with other sources of information, to evaluate their manager's performance.

Instructions to Employees

1. On the LF 42, review the Leadership Qualities list, rate, and provide comments on your supervisor's strengths/weaknesses in regard to his/her qualities. NOTE: You do not have to address each leadership quality/behavior, only those that you feel apply.
2. Ensure that your name and supervisor's name is placed at the top of each page, and
3. **Submit the form in a sealed envelope to the second-level supervisor/ manager** (i.e., your supervisor's supervisor).

Employee Name:	Supervisor Name:
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Rate each element on a scale of 1 to 5 (1 is the lowest score and 5 the highest score).

Definition of Scale
 5 - Outstanding
 4 - Very Good
 3 - Average
 2 - Marginal
 1 - Unsatisfactory

COMMUNICATION

1.1 Communicates openly by

Engaging in open interaction, debate, and offering opportunity for expression of minority or dissenting opinions COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Communicate issues, concerns, and information in a constructive manner COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Encouraging others to share their thoughts and ideas COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Engaging in difficult conversations needed to draw out key issues/concerns that may be going unsaid COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

1.2 Communicates interactively by

Explaining the information and background assumptions used to draw conclusions and make decisions COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Communicating decisions to those who contributed information and have a vested interest COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

1.3 Communicates effectively by

Communicating in clear, specific, consistent terms COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Seeking confirmation that the message or comments are understood COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Requesting specific information to clarify subjective words or general comments COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Paraphrasing, summarizing, or asking for clarification to understand the content when individuals share information COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

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COMMUNICATION

1.3 Communicates effectively by

Seeking to understand the message even when it is not what I may want to hear COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Permitting sufficient discussion to resolve issues and achieve optimal solutions COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Giving clear assignments COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

EMPLOYEE AND ORGANIZATION SUPPORT

2.1 Supports others by

Demonstrating support of team members/colleagues in carrying forward concerns and issues COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Asking questions to determine that team members/colleagues have the resources and support to be successful COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Interceding on behalf of team members/colleagues issues COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Encouraging or facilitating mobility and developmental opportunities for employees/team members/colleagues during transformational periods COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

2.2 Recognizes the contributions of others by

Acknowledging the efforts and contributions of team members/colleagues in a timely manner COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Celebrating and showing pride in accomplishments of team members/colleagues COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

2.3 Demonstrates interest in others by

Respecting the personal values, goals, and well being of others COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Encouraging team members/colleagues to establish and maintain a healthy balance between their work and personal life COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Encouraging and engaging team members/colleagues in life-long learning for personal and professional growth COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

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TRUST AND CREDIBILITY
3.1 Demonstrates integrity by

Making difficult choices consistent with the NASA Values (Safety, Teamwork, Integrity, and Mission Success) and/or visibly supporting colleagues who do so COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Demonstrating accountability by taking responsibility for what he/she says and does COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Openly admitting mistakes and in a way that shows interest in doing better COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Speaking professionally about other individuals and organizations (e.g., organizational units, NASA Centers, contractors, partners) COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Acknowledging limitations COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Revisiting decisions in light of new information COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Soliciting feedback concerning behavior from team members/colleagues COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

DECISION MAKING
4.1 Acknowledges cognitive bias by

Questioning assumptions COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Inviting data that confirms or refutes evidence to test recommendations or hypotheses COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Recognizing and questioning non-technical constraints (schedule, pressure, and budget) that may affect technical decisions COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Challenging team members/colleagues to formulate realistic options based on known constraints (e.g., schedule, cost) COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

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DECISION MAKING (continued)

4.2 Challenges recommendations by

Offering alternatives, possibilities, and solutions when providing recommendations COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Considering the opinions of experts when in-depth questions arise COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

4.3 Focuses on risk by

Requesting sufficient and accurate assessment of risks when making decisions or recommendations COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Encouraging others to ask "what if" to ensure that the worst case is considered COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

4.4 Focuses on safety by

Establishing an environment that supports raising health and safety concerns COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Initiating action to resolve safety concerns COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

COLLABORATION AND TEAMWORK

5.1 Considers One Langley/One NASA by

Collaborating to leverage existing capabilities COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Looking for opportunities to standardize practices and procedures for better efficiency COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

5.2 Fosters strategic relationships by

Encouraging collaboration with outside, non-NASA organizations COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Encouraging the organization to look for outside partnership COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Encouraging involvement in outside teams, conferences, workshops, and activities, etc. COMMENTS:	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1

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